

Batesburg-Leesville Elementary

403 South Lee St.
Batesburg-Leesville, SC 29070

Grades	3-5 Elementary School	
Enrollment	459 Students	
Principal	Dr. Darlene Stephens	803-532-1155
Superintendent	Dr. William Gummerson	803-532-4423
Board Chair	Mr. Benjie Rikard	803-532-3551

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	31	54	3	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No
2005	Average	Unsatisfactory	No
2006	Average	Unsatisfactory	No

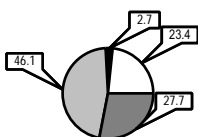
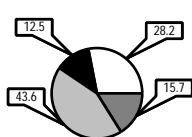
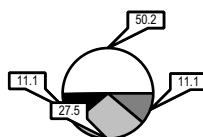
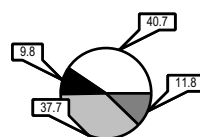
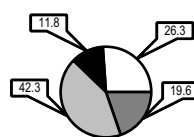
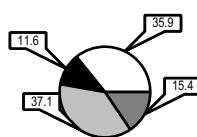
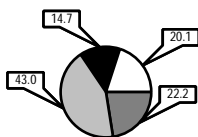
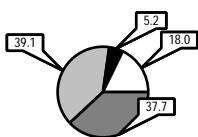
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	459	99.1	23.2	46.2	27.8	2.7	40.8	Yes	Yes
Gender									
Male	234	99.1	26.0	43.0	30.0	0.9	40.8	N/A	N/A
Female	225	99.1	20.4	49.5	25.5	4.6	40.7	N/A	N/A
Racial/Ethnic Group									
White	243	99.2	11.3	46.1	39.1	3.5	55.7	Yes	Yes
African American	204	99.0	37.1	46.2	14.7	2.0	23.9	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	30.0	40.0	30.0	0.0	40.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	390	99.7	17.0	48.7	31.1	3.2	45.5	N/A	N/A
Disabled	69	95.7	60.3	31.7	7.9	0.0	12.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	459	99.1	23.2	46.2	27.8	2.7	40.8	N/A	N/A
English Proficiency									
Limited English Proficient	10	100.0	30.0	50.0	20.0	0.0	30.0	I/S	I/S
Non-Limited English Proficient	449	99.1	23.1	46.2	28.0	2.8	41.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	279	98.6	30.8	49.6	18.8	0.8	30.1	Yes	Yes
Full-pay meals	178	100.0	11.6	41.0	41.6	5.8	57.2	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	459	99.1	27.6	44.0	15.9	12.5	43.1	Yes	Yes
Gender									
Male	234	99.1	28.7	40.8	15.7	14.8	45.7	N/A	N/A
Female	225	99.1	26.4	47.2	16.2	10.2	40.3	N/A	N/A
Racial/Ethnic Group									
White	243	99.2	15.2	44.3	20.9	19.6	57.4	Yes	Yes
African American	204	99.0	41.6	42.6	11.2	4.6	27.4	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	40.0	50.0	0.0	10.0	30.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	390	99.7	21.3	46.3	18.1	14.4	48.4	N/A	N/A
Disabled	69	95.7	65.1	30.2	3.2	1.6	11.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	459	99.1	27.6	44.0	15.9	12.5	43.1	N/A	N/A
English Proficiency									
Limited English Proficient	10	100.0	40.0	50.0	0.0	10.0	20.0	I/S	I/S
Non-Limited English Proficient	449	99.1	27.3	43.8	16.3	12.6	43.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	279	98.6	38.3	44.0	11.3	6.4	28.6	Yes	Yes
Full-pay meals	178	100.0	11.0	43.9	23.1	22.0	65.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	459	98.9	50.2	27.4	11.3	11.1	22.4
Gender							
Male	234	98.7	47.8	24.6	14.3	13.4	27.7
Female	225	99.1	52.8	30.3	8.3	8.7	17.0
Racial/Ethnic Group							
White	243	98.8	34.6	29.9	16.9	18.6	35.5
African American	204	99.0	66.3	25.6	5.5	2.5	8.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	80.0	10.0	0.0	10.0	10.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	390	99.5	44.1	30.6	12.5	12.8	25.3
Disabled	69	95.7	84.8	9.1	4.5	1.5	6.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	459	98.9	50.2	27.4	11.3	11.1	22.4
English Proficiency							
Limited English Proficient	10	100.0	80.0	10.0	0.0	10.0	10.0
Non-Limited English Proficient	449	98.9	49.5	27.8	11.6	11.1	22.7
Socio-Economic Status							
Subsidized meals	279	98.6	62.5	25.3	7.8	4.5	12.3
Full-pay meals	178	100.0	31.2	30.6	16.8	21.4	38.2

Social Studies							
All Students	459	98.9	40.5	38.0	11.8	9.7	21.5
Gender							
Male	234	98.7	36.6	36.6	14.3	12.5	26.8
Female	225	99.1	44.5	39.4	9.2	6.9	16.1
Racial/Ethnic Group							
White	243	98.8	29.9	35.9	17.7	16.5	34.2
African American	204	99.0	54.3	38.2	5.5	2.0	7.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	10.0	80.0	0.0	10.0	10.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	390	99.5	35.9	39.9	13.0	11.2	24.2
Disabled	69	95.7	66.7	27.3	4.5	1.5	6.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	459	98.9	40.5	38.0	11.8	9.7	21.5
English Proficiency							
Limited English Proficient	10	100.0	10.0	80.0	0.0	10.0	10.0
Non-Limited English Proficient	449	98.9	41.2	37.0	12.0	9.7	21.8
Socio-Economic Status							
Subsidized meals	279	98.6	50.2	39.0	5.9	4.8	10.8
Full-pay meals	178	100.0	25.4	36.4	20.8	17.3	38.2

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	147	100.0	21.2	38.0	37.2	3.6	40.9
	4	171	100.0	36.7	39.9	20.3	3.2	23.4
	5	157	100.0	36.7	46.0	17.3	0.0	17.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	141	99.3	17.4	32.6	44.7	5.3	50.0
	4	147	99.3	22.5	50.0	26.8	0.7	27.5
	5	171	98.8	28.5	53.9	15.2	2.4	17.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	147	100.0	19.7	59.9	16.1	4.4	20.4
	4	171	100.0	25.3	40.5	24.7	9.5	34.2
	5	157	100.0	29.3	40.7	19.3	10.7	30.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	141	99.3	22.0	49.2	18.9	9.8	28.8
	4	147	99.3	28.2	43.7	15.5	12.7	28.2
	5	171	98.8	31.5	40.0	13.9	14.5	28.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	147	100.0	50.4	33.6	10.9	5.1	16.1
	4	171	100.0	47.5	27.2	15.8	9.5	25.3
	5	157	100.0	48.7	23.3	14.7	13.3	28.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	141	98.6	49.2	32.6	12.9	5.3	18.2
	4	147	99.3	48.3	26.6	13.3	11.9	25.2
	5	171	98.8	52.7	24.0	8.4	15.0	23.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	147	100.0	24.8	46.7	21.2	7.3	28.5
	4	171	100.0	29.1	53.2	12.0	5.7	17.7
	5	157	100.0	42.7	38.7	14.0	4.7	18.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	141	98.6	25.8	45.5	18.9	9.8	28.8
	4	147	99.3	37.1	42.0	12.6	8.4	21.0
	5	171	98.8	55.1	28.7	5.4	10.8	16.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 459)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.7%	Down from 1.3%	2.7%	2.8%
Attendance rate	97.0%	Up from 96.8%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.7%	Down from 3.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.7%	Down from 2.1%	0.0%	0.0%
Eligible for gifted and talented	16.3%	Down from 20.4%	11.8%	10.4%
On academic plans	48.8%	N/AV	34.1%	33.6%
On academic probation	0.0%	N/AV	1.0%	1.0%
With disabilities other than speech	9.9%	Down from 10.2%	8.4%	7.5%
Older than usual for grade	0.9%	Down from 1.0%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 34)				
Teachers with advanced degrees	47.1%	Up from 39.4%	54.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.9%	2.4%
Teachers with emergency or provisional certificates	3.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	93.9%	Down from 94.1%	88.5%	87.3%
Teacher attendance rate	94.3%	Down from 96.4%	94.8%	94.9%
Average teacher salary	\$43,328	Up 5.4%	\$42,820	\$42,485
Prof. development days/teacher	7.1 days	Up from 6.3 days	13.5 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 19.3 to 1	18.8 to 1	18.6 to 1
Prime instructional time	90.1%	Down from 92.3%	89.7%	89.7%
Dollars spent per pupil*	\$6,404	Up 3.5%	\$6,404	\$6,557
Percent of expenditures for teacher salaries*	60.9%	Down from 61.3%	63.8%	64.0%
Percent of expenditures for instruction*	64.0%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.9%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Batesburg-Leesville Elementary School (BLES) made significant strides during the 2005-06 school year. A Quality Assurance Review Team representing the Council on Accreditation and School Improvement (CASI), Association of Colleges and Schools (SACS), visited our school. The visiting accreditation team offered many commendations and provided their stamp of approval that we maintain our accreditation by SACS CASI.

The Quality Assurance Review Team praised BLES for the level of community, staff, and parental involvement in the school; the dedication of the staff that indicates that they value personal relationships and collegiality; making pertinent data available to improve student learning; using technology to provide effective communication to parents, among staff, and to the community; maintaining a safe environment that fosters student achievement; providing high quality After School and Morning Tutoring programs that reflect a concentrated effort to improve student achievement; providing a strong administrative team with high expectations for all students' learning; providing continued staff development and substitute training to ensure student growth; and addressing safety and behavioral concerns in a proactive manner that reflects a positive approach.

The BLES faculty strengthened its focus on academics and positive student behavior through professional development activities derived from The Total Teacher. Teachers worked together to develop lesson plans incorporating all of the South Carolina Learner Standards. They shared student/parent friendly versions of these standards with students and parents. Teachers embraced the philosophy of being in charge of their classrooms, and students began to take more responsibility for their learning and behavior. Rules of behavior surrounded the theme, "Be kind, gentle, and respectful."

In 2005-06, the faculty and staff worked to make BLES a more welcoming and inviting school. The addition of welcome signs, a school check-in system for visitors, the placement of a greeter at the entrance of the school, maintaining a clean building, and communicating well with the public, were all improvements that increased our effectiveness. The culmination of all of these efforts occurred when BLES was awarded The Red Carpet award for being a welcoming and inviting school.

BLES made notable efforts to provide the five fundamental resources for young people and engage the school community in a collaborative process. In May 2006, BLES was awarded the Flagship School of Promise. This award recognizes that our school engages a diverse community team comprised of local young people, school officials, not-for-profits, communities of faith, and community officials. It also confirms that the young people at BLES have access to the five fundamental resources: an ongoing relationship with an adult, a safe place to learn and grow, a healthy start, a marketable skill, and an opportunity to give back to society through service.

This year has been one of improvements in academics, student behavior, community relations, and commitment to providing fundamental resources to our students. Next year, we will continue to strengthen these areas and others as we continue our journey towards excellence.

Dr. Darlene Stephens, BLES Principal

Mindy Bundrick, BLES School Improvement Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	156	88
Percent satisfied with learning environment	94.7%	81.4%	71.4%
Percent satisfied with social and physical environment	100.0%	81.4%	72.1%
Percent satisfied with school-home relations	86.8%	84.6%	72.9%

*Only students at the highest elementary school grade level at this school and their parents were included.